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ABSTRACT

Following an introductory page providing guidelines for use, this calendar describes a daily learning activity for children and parents to engage in together for about 10 minutes. Parents are urged to follow the daily activities as a means of supporting their children and their children's teachers. It is suggested that a parent's work with his or her child should (1) give additional practice on skills taught at school; (2) show that education is important to the parents; and (3) provide assurance to the parent that the child is performing at least at the minimum expected level for the grade range. While a few of the activities suggested for each month are seasonal, most tasks are not. Activities involve a range of skills: mathematics facts, measuring, reading, writing, listening and following directions, and oral language. The final pages of the calendar give parents additional suggestions about television alternatives, math activities, reading aloud to children, children's books and magazines, making books of children's work, and studying science and social studies textbooks. (CB)

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A Guide for Parents

Calendar of Reading, Writing, and Mathematics Skills

GRADES K-3
1984-85

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Education is a family affair.

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MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

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Dear Parents:

You want your child to do well in school. So do we.

Therefore, we have designed this **Calendar of Skills** for you and your child. We urge you to follow the daily activities as a means of supporting your child and his or her teacher. Many studies have shown that the home is the strongest influence in a child's development and success in learning. Coupled with good instruction at school, support from you will greatly enhance your child's chances of making good progress in school.

None of the activities in this **Calendar of Skills** requires expensive materials, nor a great deal of your time. Most activities can be done in less than 10 minutes. You may feel the activities are very basic . . . and they are. However, working with your child each day, even on a simple task, will accomplish several things. First, you can help by giving additional practice on the skills taught, but not mastered at school, and second, you can show that education is important to you. Finally, it will assure you that your child is performing at least at the minimum expected level for the grade range.

Education really is a family affair. We encourage you to get involved.

Sincerely,

Phillip E. Runkel

Phillip E. Runkel

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EDUCATION . . . Is a Family Affair

Each day in school your child will receive instruction, review and practice on these reading, writing and math skills. The **Calendar of Skills** offers ways in which you may help your child.

Here's how:

SCHEDULE STUDY TIME:

Set aside 15 minutes each day when you and your child can be relaxed, comfortable and ready to participate in the Calendar activity.

MAKE MATERIALS:

When possible, let your child help you make the needed materials: cut paper squares, make word cards, etc. A list of minimum skills for your child's grade level is found at the back of the Calendar.

PRACTICE SKILLS:

Follow the directions and complete the activities scheduled for each day. Be sure to save the materials to review the previous day's skills.

BE ENTHUSIASTIC:

Your child will reflect your feeling of pleasure in participation in these activities. Have fun!

BE POSITIVE:

Expect from your child the very best efforts, but no more. Encourage your child to improve as much as possible. Build self-esteem.

BE PATIENT:

Learning is a difficult task. Offer praise for small successes. Review often. Stop before either of you becomes tired. Continue if your child is interested and challenged.

VISIT THE LIBRARY REGULARLY:

At first, help your child select books. Then, encourage him or her to browse and make his or her own selections.

PROVIDE A GOOD MODEL:
READING & WRITING WITH YOUR CHILD:

Children become what they see, mimicking their parents. If children see their parents reading and writing, they will probably read and write as well.

LET YOUR CHILD READ TO YOU:

Let your child read to you for 10 minutes each day. Let it be something he or she chooses. Talk together about what he or she has read.

MULTIPLE ACTIVITIES:

Talking and listening skills lead to reading and writing skills; arts and crafts skills lead to visual and motor skills.

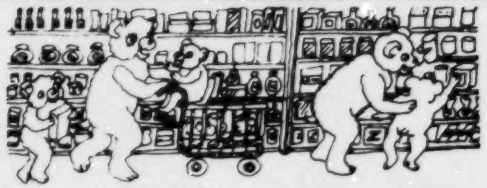
HEADINGS:

Headings to activities should help parents understand the activity's primary goal.

MAKING IT FUN:

Since the calendar covers the K-3 span of grade levels, some activities may not be appropriate for your child yet. Give your child the chance to try them all, but don't force an activity that isn't working well or isn't fun.

SEPTEMBER 1984

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Working Together is Fun.  TALK to your child.						**1** **Tarzan Day** Tell a Tarzan joke, read a Tarzan comic book, or look for a Tarzan rerun in the TV listings.
2 Have your child find the table of contents in several magazines.	**3** **Labor Day** Cut a piece of string a length that exactly fits around your child's temple. How many times will it fit around his/her wrist?	**4** Ask your child to describe his or her rooms at home or at school.	**5** Count your teeth. top _____ bottom _____ total _____ Draw a picture of your teeth.	**6** **Bicycle Celebration Day** Plan a family bicycle trip. Talk about bicycle safety rules.	**7** Take your child to the library to get (or use) your library card. Talk about the visit.	**8** Read a short story to your child. Have him or her tell in order, three things that happened in the story.
9 Cut out numbers from the newspaper. Choose two and tell which number is greater.	**10** Ask your child what he or she did at school today. Ask for examples in words or pictures.	**11** Have your child cut out eight pictures from magazines or catalogs. Have him or her say the name of each picture and tell the letter with which each word ends.	**12** Have your child describe one of his or her friends while you guess who it is.	**13** Fall Fever? Take a walk with your child. Talk about what you see.	**14** **Calendar Day** Make a calendar for the next week. Record the weather in pictures, words, or both.	**15** Read a favorite fairytale to your child. Have him or her tell, in order, the most important events.
16 Write the following words and have your child write the correct contraction for each beside it: do not, should not, can not, is not, would not, (could not — couldn't).	**17** Make a fall-color collage with bits of fabric or paper to develop eye-hand coordination.	**18** Pour salt into a pie pan. Trace numbers with your finger.	**19** **Mickey Mouse's Birthday** Make a cartoon birthday card for Mickey.	**20** Have your child answer the questions: Who are you? Where are you? When did you come in from school?	**21** Make playdough — 4 cups flour, 1 cup salt, 1½ cups water, 1 tbls. oil.	**22** Watch a TV program with your child. Ask the child to tell what the program was about.
23 Pop some corn. Eat it in groups of 5. "Turn off TV — Turn on Kids!" **30**	**24** Start with your age, subtract 3, double, add 6, find ½. What is the number?	**25** Buy a "special" notebook and pencil with which your child can write regularly.	**26** Say several action words to your child and have him or her pantomime them (clap, jump, blink, eat, run, hop, and so on).	**27** Have your child compare his or her daily activities at 8:00 in the morning with those at 8:00 at night.	**28** Play NIM to 20. (Directions in back of calendar)	**29** Let your child tell you a story describing imaginary animals, people or objects.

OCTOBER 1984

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Have your child tell a story. Write it down. Read it back. The child can make a picture to accompany the story. Collect similar stories over a period of time. Make a book from it.	**2** Play NIM with your child. Instructions are in the back of the calendar.	**3** Give your child directions for wrapping a present. Have him or her follow these directions one step at a time.	**4** Make a list of sounds you can hear before you fall asleep at night.	**5** Have your child add the numbers in your house number.	**6** Ask your child to read something that comes in the mail.
7 Cut a comic strip apart. Read the mixed-up captions to your child. Help your child put the pieces back into the right order.	**8** **Columbus Day** With your child, find five facts about Columbus' trip to the New World.	**9** Have your child cut out three headlines from the newspaper and circle any words that have endings that change the word: s, ed, ing.	**10** Have your child hop from your front door to the street and count how many hops.	**11** See how many words your child can write that remind him or her of Halloween.	**12** Have your child count all the door knobs in your house.	**13** Ask your child to draw 5 things that are round.
14 Read newspaper headlines with your child and have him or her tell what the articles are about — what they think.	**15** **National Poetry Day** Write a four-line poem with each line beginning with "I remember . . ."	**16** Ask your child to plan and draw out a menu — label each item with a cost. Add up the cost of the meal.	**17** Have your child make a book about things he/she thinks is scary.	**18** On the hundreds chart, ask your child what number is down one and left one from 68.	**19** **Big Foot Day** Stuff grocery bags with crushed newspapers and wear on your feet. Write a Big Foot story.	**20** **Halloween Mask** Make a Halloween Mask out of a grocery sack.
21 Ask your child to pour milk — ¼ glass, ⅓ glass, ½ glass, ¾ glass — stir in flavoring.	**22** Read a story to your child. Have him/her think of several possible titles for the story.	**23** Put salt or sand in a cookie tray. Have your child practice letters or numerals. (Easy to erase!)	**24** Read a story to your child. Ask him/her to find a sentence that is a fact and a sentence that is an opinion.	**25** **Picasso's Birthday** Visit an art gallery with your child.	**26** Ask your child to measure width of stove and height of refrigerator. Find something about the same size and compare.	**27** Gather several different kinds of leaves. Tape these to a paper. Ask your child to tell all the ways they are alike and how they are different.
28 Write the following words and have your child write the correct contraction: should not, would not, is not, can not, etc.	**29** Ask your child to count the pairs of shoes in your house.	**30** Ask your child to look in the TV Guide and find a program they would like to watch. Ask him/her to write down what they think the program will be about.	**31** **Halloween** See how many words your child can write that remind him or her of Halloween.	**LISTEN when your child talks.**		

NOVEMBER 1984

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Visit Your Child's School.				**1** Ask your child to write three sentences about the school day. Check the sentences for punctuation and capitalization.	**2** Read the description from a classified ad to your child. Have him or her guess what the item is.	**3** **Earl of Sandwich Day** Make a new and interesting sandwich. Write down the recipe. Invite a friend to share.
4 Have your child make chocolate milk, then draw pictures or write down the steps he or she did to make the milk.	**5** Tell your child the story "The Three Little Pigs." Have him or her tell what the wolf probably thought the main idea of the story was.	**6** Draw a picture of how the dining room would look from an ant's point of view — how many legs do you see?	**7** After watching a TV commercial with your child, have him or her tell what the advertizer thinks is the most important feature of the product. Rewrite the commercial, if you wish.	**8** Write these directions for your child to follow: Draw a house. Draw a tree next to the house. Draw a kitten next to the tree.	**9** Have your child look for repeated patterns in magazines, floor tiles, clothes, and furniture.	**10** Let your child write a breakfast menu for tomorrow.
11 **Veterans Day** Start telling a story to your child and let him or her finish it.	**12** Pop corn with your child. Have your child count the kernels by 2's.	**13** Have your child use only straight lines and circles to make a pattern.	**14** Ask your child what he or she did at school today. Have him or her recall the day's activities to you.	**15** Have your child find the first, fifth, and seventh chapters in a book.	**16** **Hand Day** I stretch my fingers way up high, until they almost reach the sky. I lay them in my lap, you see, where they're as quiet as can be! (To be acted out)	**17** Write these words on cards: knot, night, wrap, comb, witch, sign. Have your child say each word. Then have him or her circle the letter(s) he or she does not hear.
18 Have your child draw a picture — using circles, squares, and triangles.	**19** Have your child look for coupons and food specials in the newspaper.	**20** **Dreamland Journey** Have your child draw a dream in a cloud-shaped paper and write a caption or story to go with it.	**21** Have your child make placemats and name cards for Thanksgiving dinner.	**22** **Thanksgiving Day** Have your child go through the house and touch every chair. How many legs? Count by 4's as you touch the chairs.	**23** Write these words on cards and have your child find pictures to illustrate them: pumpkin, Indian, squash, feast, cornstalks.	**24** Have your child make a book about him or herself. Include favorite foods, activities, friends, colors, pets, school subjects.
25 On a trip to the store, have your child count the stop signs.	**26** Have your child talk about and list the ways family members might all help to keep the house clean.	**27** Read a bibliography to your child.	**28** Have your child trace his or her hand — put a different pattern on each finger.	**29** Have your child write the alphabet in his or her best writing — manuscript or cursive.	**30** Have your child find the smallest room in the house and foot pace its length. Find the largest room and foot pace the length. What room would be medium-sized in length?	**EDUCATION . . . is everybody's business.**

DECEMBER 1984

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Get involved in school, join the PTA.						**1** Begin telling your child a story. Let him or her tell you how it will end.
2 **Dot Day** Examine a newspaper photo with a magnifying glass. Create a "dot" picture. Write a caption.	**3** As you tell your child each step for making a peanut butter sandwich, have him or her follow the directions to make it.	**4** Make a dictionary of favorite words — draw or cut out pictures to illustrate the words.	**5** Encourage your child to write each day in his or her "special" notebook.	**6** Read a story to your child and ask who, what, when, where, and how questions.	**7** Have your child make a wish book of all the things he/she would like to receive for Christmas.	**8** Write a note to your child. Ask for directions or ask questions. Ask for a written response.
9 Have your child find three objects that feel rough and three that feel smooth and tell why.	**10** Ask your child to set the table and count how many knives, forks, spoons, plates.	**11** Catch snowflakes on a dark surface (coat sleave?). Compare one to another. Check with a science book. Make a cut-out snowflake.	**12** Tell your child a story about something exciting that happened to you as a child. Have him or her draw a picture showing what your story was about.	**13** Ask your child to name one dozen things he or she can do with a shoe.	**14** **Forecast the Future Today** Write or tell about schools or homes of the future.	**15** Have your child describe a decoration he or she sees in your home. Have another family member guess what your child is describing.
16 Ask your child to help fix supper. Have him or her count how many times the water was turned on.	**17** Ask your child to tell or write about his or her very happiest day.	**18** Have your child guess how many books are in your home. Then, count them to see how close the guess was.	**19** Have your child make a shopping list of Hannakuh or Christmas gifts or foods.	**20** Measure and draw flowers (height) shortest-tallest.	**21** **Winter Begins** From a catalog, have your child cut pictures of objects whose names begin with /m/ (man, mouse).	**22** On the hundreds chart, what number is to the left of 78?
23 Have your child tell or write a story about an imaginary animal. Draw a car using only circles. **30**	**24** Cut up a calendar. Pop some corn. Eat it in groups of three. **31**	**25** **Christmas Day** Read a Dr. Seuss book to your child. Identify the rhyming words.	**26** Have someone write a number 1-100. Try to guess the number. After each guess have them say "smaller" or "larger."	**27** Collect notes and pictures done by your child. Use magnets on the refrigerator or put a bulletin board in a hallway.	**28** Draw things that are round and roll.	**29** Let your child help make holiday cookies. Have your child make a list of the steps involved.

JANUARY 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
READ to your child.		**1** Talk with your child about being a good friend. Help him or her understand that the best way is to treat others as he or she would like to be treated.	**2** Take your child to the library to get a library card.	**3** Have your child place in a row next to each other one shoe from each family member. Compare the sizes, arrange them from longest to shortest.	**4** Have your child write a thank you letter for holiday gifts. Help with style and envelope addressing.	**5** Ask your child if these characters would be real or make-believe and why: a flying pig, a purple elephant, a boy and a horse, a talking dog.
6 Ask your child to open a book — read the page numbers and tell which numbers would come before and after this page.	**7** Have your child cut out characters from the funnies and paste them onto a blank piece of paper. Then help the child write new captions for the homemade comic.	**8** Hide an object in your house. Give your child three written directions telling where to find the object.	**9** Have your child place a calendar on the floor. Toss a button onto the calendar and read the date on which the button lands.	**10** Read to your child the story of **Rumplestiltskin.** See how many little words he or she can make from the name, such as skin, little, plum.	**11** Cut a comic strip from the newspaper. Cut the sections apart, read the story to your child, and have him or her put the sections in the right order.	**12** Ask your child to count all of the objects in the kitchen that are rectangular.
13 Go cloud-watching with your child. Talk about or write your impressions.	**14** Choose a TV show to watch with your child. After the show, have him or her tell what the show was about and compare this to the TV guide summary.	**15** Ask your child to count the light switches in your home.	**16** Ask your child to draw 5 things that are rectangular.	**17** **Ben Franklin's Birthday** Ben Franklin was "energy" conscious 200 years before the term was invented. Make a list of all the ways you know to conserve energy.	**18** Have your child dictate a list of New Year's resolutions. Put this list up in his or her room.	**19** Have your child write 5 problems. All the answers must be 9.
20 Take your child to the library. Help select an animal story. Rewrite the ending. Have your child read the story to you.	**21** Make a sign for each room in your home (kitchen, bedroom). Have your child read the signs and tape each one on the correct door.	**22** Take a grocery receipt — have your child circle all the 9's.	**23** Have your child write the directions to make Jello. Check the box.	**24** **Eskimo Pie Day** Have your child eat an Eskimo Pie. Read the wrapper. Describe the taste.	**25** Have your child draw a picture which includes some unreal objects (trees with wings, a clock with feet). Have him or her show the picture to other family members to see if they can find the fantasy.	**26** Ask your child to make a sandwich — cut it into 2 equal parts and name each part.
27 Ask your child to draw 3 clocks and show the time: you got up / you will eat lunch / you will go to bed	**28** Establish a family note box for the exchange of ideas or problems that can be discussed at the dinner table or by written answers.	**29** Have your child make a book about his/her likes and dislikes.	**30** **Purple Cow Day** Celebrate the birthday of Gelette Burgess who wrote the "Purple Cow" poem. Drink a "purple cow" soda: ice cream with grape juice.	**31** Ask your child to look through the dictionary and find an interesting word. Have him/her read the definition and then try to use it in a sentence.	**Purple Cow poem by Gelette Burgess** I never saw a purple cow, I never hope to see one, But I can tell you anyhow, I'd rather see than be one!	

FEBRUARY 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	EXPLORE with your child.				**1** Have a family member tell something that happened during the day but stop the story before the ending. Have your child guess the outcome.	**2** Have your child make a list of words that describe him or her.
3 Ask your child to draw a wish machine with: circles, rectangles, and triangles.	**4** Watch a TV show with your child. Write a summary of the show. Compare this to the TV listing summary. Whose is more accurate?	**5** Begin the pages for an animal scrapbook. Have your child find three animal pictures and write a sentence about each.	**6** Read to your child at least 15 minutes.	**7** Have your child start making and writing Valentine card messages.	**8** Show your child a series of three actions (smile, sit down, frown). Have your child tell what you did first, next, last.	**9** Ask your child to add up the numbers in your phone number.
10 Have your child use 3 numbers from a license plate. Arrange them to make the largest and smallest numbers possible.	**11** During a commercial that interrupts a TV story, ask your child to predict what will happen next.	**12** Add three pictures to the animal scrapbook begun on February 5. Write three new sentences. Reread the sentences written a week ago.	**13** Don't forget to have your child write regularly in his or her "special" notebook.	**14** Valentine's Day Have your child look at grocery ads and separate items into things to eat and things to drink.	**15** Read a poem or nursery rhyme to your child and have him or her act out some of the words in the poem. (Humpty Dumpty, Paper Piper)	**16** Ask your child to draw things that are round and roll.
17 Add three new pictures and sentences to the animal scrapbook.	**18** President's Day Write a letter to the President of the United States.	**19** Ask your child to draw an animal using only triangles.	**20** Say these words to your child: today, cat, captain. Have him or her clap for each syllable. Ex., Monday - clap, clap.	**21** Tell your child a short story about when he or she was little. Ask him or her to draw a picture about the story.	**22** Listen to the radio with your child. Talk about what is heard.	**23** Ask your child to guess your age and write this in tens and ones.
24 Have your child make a cover for the animal scrapbook.	**25** Have your child write a story about one fun day he or she had this winter. Have your child share this with other family members.	**26** Ask your child to find the prices on cans in the cupboard. Tell how many tens and ones in the price.	**27** Have your child make a history book about him/her self, (birth to present).	**28** Have your child make a map to his or her school. Write the directions in words, also. Label the map.	**Learning Together is Fun**	

MARCH 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
PLAY GAMES with your child.					**1** Have your child write an advertisement trying to sell an old toy. Have him or her be sure to give all the important details.	**2** Read to your child at least 15 minutes.
3 **Doll Day (Japan)** Have your child make a clothespin doll or animal. Write a puppet show script for this toy.	**4** Using the hundreds chart, ask your child to tell what number is below 55, above 32, etc.	**5** Have a family member tell something that happened during the day, but stop the story before the end. Have your child guess the outcome of the story.	**6** Ask your child to conduct a circle search to see how many round items he or she can find.	**7** Play "I Spy" with your child. Be very specific when describing things.	**8** Have your child name two favorite holidays and tell how they are alike and different.	**9** In the evening before going to bed, review the day's events. Ask, "What did you do first?" "What did you do next?" "What was the last thing you did?"
10 Have your child look at the movie section of the newspaper. Tell him or her to find all the movies they could view according to the ratings.	**11** **Knock Knock Day** Have your child write favorite knock knock jokes in his or her "special" notebook.	**12** Have your child count the light switches in the house.	**13** Talk to your child about what happens in the spring.	**14** Have your child write a letter to a friend or relative in another state.	**15** Ask your child to find all the numbers on the calendar that are: 4 times some number 3 times some number	**16** Let your child read to you his or her favorite poem. Have him or her draw a picture of the image that was created.
17 **St. Patrick's Day** Ask your child according to the old custom what happens if you catch a leprechaun. (You get a pot of gold!)	**18** Watch TV. Time and record the length of all the commercials.	**19** Let your child cut pictures from magazines and paste each group on separate sheets of paper (people, animals, vegetables, fruits).	**20** Have your child cut words from newspapers or magazines and glue them on paper to make a sentence.	**21** Have your child measure his or her toe, another person's arm, and a bar of soap with a metric ruler.	**22** **Marcel Marceau's Birthday** Have your child pantomime some common activity.	**23** Use a cartoon strip from Sunday's paper. Cut out the last picture of the sequence. Ask your child to tell what he or she thinks happened.
24 Have your child tell you the time 5 times today. Have your child make a book about the seasons. **31**	**25** Discuss the meanings of these words with your child: nephew, cousin, parents, niece, relative.	**26** Have your child make a "WANTED" poster for something he or she wants.	**27** Have your child make a page for each shape. Draw something in the house that shape on each page.	**28** Help your child start a funny foods picture book. Draw pictures of foods that could be something else (such as horseradish, pig's knuckles, milky way, pancakes).	**29** Have your child draw a picture of an imaginary animal. Describe in words or writing.	**30** Cut an apple in 2 equal pieces. Cut each piece into 2 equal parts. What is the name of each piece?

APRIL 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 **ysD slooF lirpA** Have your child tell about April Fool's Day experiences at school. Help your child plan an April Fool's Day trick.	**2** Take your child to the library to get a new book. Listen while he/she reads a favorite part.	**3** Using the hundreds chart, ask your child what number is to the right of 72, left of 45, etc.	**4** Have your child write to a local TV station about a show that is liked or disliked.	**5** Say to your child, "If you were writing a story about a jungle, why wouldn't you use words like iceberg, grocery store, racetrack?"	**6** Ask your child to record the mileage on your car's odometer in the morning and again at night. Subtract to find how far the car has gone.
7 Have your child send away for an offer from the back of a cereal box.	**8** After watching a TV commercial with your child, have him or her tell you what the advertiser thinks is the most important thing about the item for sale.	**9** **First Free Public Library in U.S.** . . . opened in Petersboro, NJ. Send a family-made birthday card to your local library.	**10** Ask your child to draw these 4 shapes and color them: square - blue rectangle - red circle - yellow triangle - green	**11** Give your child five different cans or packaged items from the kitchen. Have him or her arrange these products in alphabetical order.	**12** **International Children's Book Day** Have your child make a bookmark, a bookplate, or write to a favorite author.	**13** Play NIM with your child to 21. (Directions in back of calendar.)
14 Read this story to your child and ask him or her to tell you what sentence does not belong. John rode the bus to school. He liked to ride the bus. John had a dog named Spot. The bus went to school.	**15** Have your child trace the outline of their foot and measure the length and width in centimeters.	**16** Have your child plant a mini-garden in an egg carton. Record weekly progress.	**17** Read a story to your child. Stop before you finish the story. Have your child predict the ending. Finish reading the story and compare endings.	**18** Have your child set a clock to show the following times: 2:00 7:00 11:00 5:00	**19** Write the word SOMETHING on a card and cut the letters apart. Have your child make new words using these letters.	**20** Have your child think of words that describe a bicycle.
21 Have your child divide a bag of candy evenly with 2 friends (1/3's).	**22** **Arbor Day** This is a day to plant trees. Visit your local nursery. Let your child plant a tree.	**23** Have your child cut words from newspaper or magazines and glue them on paper to make a sentence.	**24** Help your child to trace the hands of each family member. Compare them, largest to smallest.	**25** Let your child classify items in mother's purse in categories such as: plastic, metal, leather.	**26** As you enter each aisle of the grocery store, take turns choosing a letter of the alphabet. Everyone is to find any two items that begin with that letter.	**27** Fill a jar with beans. Ask your child to guess how many. Count to see how close he or she was.
28 Ask your child what would happen in the following situations: The car ran out of gas. An egg fell on the floor.	**29** Take your child to the library. Select a wordless book. Ask your child to tell you the story by looking at the pictures.	**30** Ask your child to make a paper airplane. Fly it 3 times and measure to find out how long each flight was.	**EDUCATION . . . is a family affair.**			

MAY 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
GIVE BOOKS to your child.			**1** Play "mirror" with your child. You face each other. One does the motions while the other "mirrors."	**2** Read to your child at least 15 minutes a day.	**3** Using the hundreds chart, ask your child what number is to the left of 23, right of 74, etc.	**4** Help your child write a message in code (Morse, numbers replacing letters, etc.)
5 Start reading a picture story to your child and stop before the ending. Ask him or her to predict how it will end.	**6** Ask your child to act out 9 - 3 = 6.	**7** Help your child draw and describe five different kinds of dogs.	**8** Have your child decode this message. Each letter stands for the letter that comes just after it in alphabetical order. HS'R ROQHMF!	**9** Ask your child to find the item that cost the most (least) from a cash register tape (grocery tape).	**10** Spend an hour alone with your child. Exchange special thoughts and feelings.	**11** Have your child tell about everything he or she can do now that a baby can't do.
12 Map Skills: pace off yard and house and make a map.	**13** While you are preparing dinner, have your child set the table. Ask about activities of the day.	**14** Write some sentences and have your child respond by holding up a Yes or No card. Example: I am a boy (girl). The sun is cold. Christmas is in July.	**15** Ask your child to cut a picture in half and do a symmetric drawing.	**16** Encourage your child to be creative in making a Mother's Day card or gift.	**17** Have your child list words that describe Spring.	**18** **World Good-Will Day** Make peace sign cookies with your child. Use any basic sugar cookie dough.
19 Write a number between 1-100. Ask your child to guess the number. After each guess say "smaller" or "larger".	**20** Have your child look at grocery ads in the newspaper and tell which things are food and which are not food.	**21** Using a 12 month calendar, ask your child what day of the week is June 17? What day of the week is July 31?	**22** Look over newspaper headlines with your child. Talk about events of the day.	**23** Read a book with your child. You read a line and let him/her read a line.	**24** Have your child make a rubbing of coins and cut them out. Put paper over the coins and rub over the coins with a crayon. Find different ways to make 25 cents.	**25** Read a story to your child. Ask him/her to think of five questions that are answered in the story.
26 Remind your child to enter some writing or pictures in the "special" notebook.	**27** Have your child use a jar lid and draw 4 overlapping circles. Color each part that is in 1 or 3 circles red. Color each part that is in 2 or 4 circles purple.	**28** "Turn off TV — Turn on Kids!" (See back of calendar)	**29** Play NIM with your child by starting with 21 and subtracting one, two, or three.	**30** Put an unfamiliar object in a bag. Have your child feel the object and describe it.	**31** Ask your child to take a shoe from each family member and put in order — measure by size.	

JUNE 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SHARE YOUR TIME with YOUR CHILD.						**1** Give your child a big hug and talk about what LOVE is.
2 Begin the pages for an animal scrapbook. Cut three animals from magazines and label each animal. Write a sentence about each. Save this scrapbook. You'll use it again this month.	**3** Using the hundreds chart, ask your child what number is above the 17, 24, 65, etc.	**4** **Roquefort Cheese Day** On June 4, 1070, someone discovered sheeps' milk cheese with mold was edible! Let your child help you create a "kitchen sink salad" (everything but the kitchen sink!).	**5** Read a favorite fairytale to your child. Have him or her tell, in order, the most important events.	**6** Ask your child to draw a picture to show 3 × 6.	**7** Collect notes and pictures done by your child to display on the refrigerator or a bulletin board.	**8** Read your favorite story to your child. Ask your child to tell you the story in his or her own words.
9 Get ready for Father's Day. Help your child make a card for a favorite man in his or her life.	**10** Celebrate your left hand. You and your child should try to write (eat, draw) with your opposite hand. Michelangelo, Judy Garland, and Babe Ruth were all left-handed.	**11** Read a story to your child. Then ask him/her to tell two possible endings to the story. Ask him/her to tell which ending the characters would like best and why.	**12** How many swallows in a glass of milk? Are there more swallows for parent or child?	**13** Encourage your child to make new entries in the "special" notebook.	**14** Have your child name two favorite holidays and tell how they are alike and different.	**15** Have your child add up the age of each member in your family.
16 Spend an hour alone with your child. Exchange special thoughts and feelings.	**17** Ask your child to read the names of appliances you find around the house.	**18** **International Picnic Day** Plan a picnic lunch with your child. Plan a rainy day alternative for food and activities.	**19** Help your child write a letter to a friend or relative.	**20** Exchange a riddle with your child. Here's one: What's black and white and read all over? (newspaper)	**21** Have your child draw an animal with a patterned body.	**22** Ask your child to make up as many addition problems as you can using the numbers 1 through 10.
23 Listen to the radio with your child. Talk about what is heard. Ask your child to draw and count 5 objects in the kitchen that are rectangles. **30**	**24** Play this game with your child: I'm packing my suitcase. What things can I take whose names begin like the word suitcase /s/ (suit, soap, slip).	**25** Have your child start with a circle and find out what is the smallest (largest) number of parts it can be divided into with 3 straight lines?	**26** Have your child designate a page in the "special" notebook for "beautiful" words: gorgeous, dazzling, golden, fluffy, etc.	**27** **Helen Keller's Birthday** Find information about Helen Keller. Talk with your child about how hard it is to "communicate" without speech or sound.	**28** Ask your child to write your house number, a friend's house number and find out: how much altogether? which is larger? how much larger?	**29** Ask your child to take a square piece of paper, fold in halves. Take a square piece of paper, fold in thirds. Take a round piece of paper, fold in half, then in fourths.

JULY 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Have your child copy the names of the days of the week from the top of this calendar. Cut them apart. See if they can be put in order.	**2** Have your child look at a calendar and put these holidays in the order they occur: Thanksgiving, Easter, Fourth of July, Valentine's Day, Christmas, Labor Day.	**3** Using the hundreds chart, ask what number is down one and left one from 35, 44, 16, etc.	**4** Help your child organize a small neighborhood Fourth of July parade. Have the children make birthday cards for their country.	**5** Have your child write an advertisement trying to sell kittens. Have him or her be sure to give all the important details.	**6** Have your child start at home; skip to the corner and count how many skips.
7 Have your child write to a local TV station about a show that is liked or disliked.	**8** Give your child directions on how to make a sandwich. Have him or her make the sandwich.	**9** Ask your child to tell what comes next. 3, 6, 9, _____ 3, 3, 6, 6, _____ 15, 12, 9, _____	**10** Talk with your child about being a good friend. Help him or her to make a list of friends' names in the "special" notebook.	**11** Take a short walk with your child. Talk about how the leaves and grass look. Compare to what you would see in spring time.	**12** Ask your child to use 3 numbers from a license plate and arrange them to make the smallest number possible.	**13** While you are preparing dinner, have your child set the table. Ask about activities of the day.
14 Have your child circle the words he or she can read on a cereal box, a newspaper page, or TV Guide.	**15** Have your child copy 4 numbers from grocery ads and write them as number sentences (such as 25 = 20 + 5).	**16** Go for a walk with your child. Talk about all you see together.	**17** Instead of telling your child what job you want him or her to do around the house, write it down.	**18** Have your child eat a piece of watermelon and count the seeds.	**19** Ask your child to select items from a catalog that they would like to own. Ask her/him to tell why they want the items.	**20** **Moon Day** Celebrate the first walk on the surface of the moon that occurred on this date in 1969 with your child. Learn the phases of the moon together.
21 Ask your child to draw 4 flowers, then 6 more, and tell how many flowers in all?	**22** Read a story to your child. Tell him/her to think about making the story into a movie. Who would be the starring actors and actresses and why.	**23** **Ice Cream Day** Ice cream cones were invented on this date in 1904 at the Louisiana Purchase Exposition in St. Louis, MO. Enjoy a cold, refreshing ice cream treat with your child.	**24** Read a story or poem to your child. Have him or her make it into a picture book.	**25** Ask your child to draw 3 things shorter than a ruler.	**26** Let your child make a grocery list for the next shopping trip.	**27** Tell your child all the reasons why you like to read.
28 Ask your child to draw one side of the house (outside) by walking through the inside of the house. Go outside to check the drawing.	**29** Ask your child to count the number of letters in their first name. Add this to the number of letters in the names of two friends.	**30** Read a poem to your child. Ask your child to think of possible reasons why the poet wrote that particular poem.	**31** Help your child to use TV or the newspaper to find the high and low temperatures for the day. Find the change in temperature and predict what the change will be the next day. (Spring or Fall)	**EDUCATION . . . is everybody's business.**		

AUGUST 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
VISIT THE LIBRARY WITH YOUR CHILD.				**1** Listen to the radio with your child. Talk about what is heard. Make a list of station call letters: WJR, WOOD, WITL.	**2** **Friendship Day** Help your child write a "code" message to one of his or her special friends. Use the alphabet in reverse, substitute letters for numerals, or move every letter down a space: a—c, d—f.	**3** Using the hundreds chart, ask your child what number is down one and left one from 16, 33, 76, etc.
4 Look at a table of contents in a book about a favorite topic. Ask your child to identify topics that could also have been included in the book.	**5** Select a comic strip that your child is familiar with and cut it into individual frames. Ask her or him to put the frames in sequential order.	**6** Play NIM to 20 with your child using 1, 2, 3, 4. Discover a strategy for winning. (Directions in back of calendar)	**7** After watching a TV commercial with your child have him or her tell what the advertiser thinks is the most important feature of the product.	**8** Read your child a story and have him or her tell what the story is about.	**9** Ask your child to write down three numbers with the sum of 21.	**10** Make popcorn with your child. See if he or she can list the steps by telling or writing.
11 Read a familiar story to your child. Omit words as you read along. See if your child can supply the missing words.	**12** Have your child walk to the corner and count how many steps it takes.	**13** Spend an hour alone with your child. Exchange special thoughts and feelings.	**14** On a trip to the grocery store, help your child read the signs over the aisles and find the matching products on the shelves.	**15** Have your child draw a car using only circles.	**16** Check the market or produce stands for interesting-shaped vegetables that your child can use to make a centerpiece or an animal. Have your child write a story about the creation.	**17** Have your child look at the table of contents on the front page of the newspaper and locate the page on which the comics are found.
18 Ask your child to guess the width of her or his bed, and check the guess by measuring.	**19** **National Aviation Day** Celebrate the birthday of Orville Wright by helping your children make a paper airplane.	**20** Read a magazine article to your child.	**21** Have your child look in the TV section of the newspaper and locate programs that begin at 7:30, 8:30, 9:30.	**22** Write a note to your child. Ask for some specific information in a written response.	**23** Have your child write and read a letter to a pet.	**24** Using the hundreds chart, ask your child what number is below and left of 27? What is 27 + 9, etc.?
25 Have your child tell you a story. Write it down. Read it back. Have your child illustrate this story. Add this to previously written stories.	**26** Read a funny book to your child.	**27** Ask your child to record the mileage on your car's odometer in the morning and again at night. Subtract to find how far the car has gone.	**28** Reread all stories in the "special" notebook with your child. Has there been any noticeable changes in your child's work since last September? Hope so!	**29** Have your child make a book about getting ready for school. Have him or her illustrate the various activities.	**30** Ask your child to draw and color a picture using only triangles.	**31** While you are preparing dinner, have your child set the table. Ask about activities of the day.

HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Turn off TV — Turn on Kids

- Have a "SQUIRT" at home ("Sustained, Quiet, Uninterrupted Reading Time") for everyone in the family.
- Cook a meal with your children.
- When you go out to dinner, have your child read the menu to you.
- Be explorers and take a walk together. Or plan a trip together, using a map.
- Give children responsible jobs at home — and not always just taking out the garbage.
- Make watching TV a special family time. Discuss the program afterwards.
- Make sharing time special. Share your job or your day with your child.
- Use household tasks to categorize: sorting laundry by color, putting away groceries by food groups, arranging toys on a shelf by size, stacking records by artist.

MATH GAMES

PLAY 300

Each player rolls two (2) dice
Multiplies the numbers rolled
Adds the product to their score
First person to reach 300 wins

HIGHER OR LOWER

One person selects a number from 1-100 which the other person tries to guess in as few guesses as possible. The person who has selected the number responds to each guess with higher or lower indicating the direction the unknown number is from the guess.

NOTE: It is important for children to play both sides of guessing games. They will gradualllly benefit by imitating the strategy of a parent or at least in seeing how it differs from their own. The parent also has a better opportunity to discover errors in concepts which his child's response may disclose. It is also more effective to allow children to discover superior methods by observing and imitating parent strategies than trying to impress such actions upon them through discussion. Children will adopt better methods when they are ready for them.

PICO-FERMI-ZILCH

One person selects a two-digit number which another person attempts to guess. In response to each guess, the person who selected the number says:

pico - your number has a digit in common with mine but in the wrong position (guess: 45; hidden number: 74)

fermi - your number has a digit in common with mine and in the correct position (guess: 39; hidden number: 19)

zilch - your number has no digits in common with mine (guess: 87; hidden number: 42)

LARGEST AND SMALLEST SUM (or difference)

Working with paper and pencil, a child is instructed that he/she is going to be given four digits, one at a time, which he/she must fill into the spaces to make an addition (or subtraction) problem with two digit numbers. The object is to make the largest (or smallest) sum (or difference). The four digits can be selected randomly, such as the second digit of the license plate of the next four cars. After producing a result, the child is challenged to rearrange the digits to produce a better result.

____ ____
\+ ____ ____
_____

MAKING NUMBER SENTENCES

A child is given three numbers (or more) and asked to join two or more of the numbers with addition or subtraction to equal as many different results as possible. Given: 2, 6, 7:

7 − 6 = 1	7 = 7
2 = 2	6 + 2 = 8
7 + 2 − 6 = 3	7 + 2 = 9
6 − 2 = 4	7 + 6 − 2 = 11
7 − 2 = 5	7 + 6 = 13
6 = 6	7 + 6 + 2 = 15

Some other good number combinations are (1, 3, 9) (2, 5, 6) (3, 7, 8)

NIM

Begin with zero
In turn add one, two or three
The person to reach 20 wins
(Variations include changing the number permitted to add and changing the winning total)

FOR ADDITION TEACH:

1. Plus One	as "one more than"
2. Doubles	as 3 + 3 4 + 4 _ _ _
3. Near Doubles	as 6 + 7 as one more than 6 + 6
4. Combinations That Make 10	as 6 + 4 7 + 3 _ _ _
5. Ten More Than	as
6. One Less Than 10 More Than	as

FOR MULTIPLICATION TEACH:

1. Multiples of One	as "one times"
2. Multiples of Zero	as "zero times"
3. Multiples of Two	as doubles (learned in addition) or "two times"
4. Multiples of Five	as counting by fives
5. Multiples of Nine	as notice that after 9 × 1, the tens digit of the product is one less than the number being multiplied by nine and that the tens digit plus the ones digit is always nine
6. Teach the Squares	as 2 × 2 3 × 3 _ _ _ 9 × 9

WHAT TO READ WITH YOUR CHILD

ENCOURAGE AN INTEREST IN READING GENERALLY

A child who grows up with books will become a reader!

Children love books that are about things they know, things that touch them personally. Be sure to choose books that are PARTICULARLY MEANINGFUL TO YOUR CHILD.

At the same time VARY WHAT YOU READ so your child learns about new things, gains new understandings, and discovers that each book has something fresh and interesting to say.

- READ ALL KINDS OF STORIES: Funny, sad, mystery, adventure, animal, fantasy, and fairytales.
- INCLUDE PLENTY OF POEMS. All children love these, especially nursery rhymes, for they are fun, full of adventure, and have lots of delightful sounds and words to copy. Also, certain words are used repeatedly in nursery rhymes. This helps your child recognize the printed form of words, which is the first step to reading.
- DON'T FORGET NON-FICTION, the writing that gives information. Choose books on your child's interests; read stories about real life people; subscribe to a children's magazine.
- BE PREPARED FOR OLD FAVORITES that your child will want to read and reread. It may be tedious for you, but be happy. It means that books are becoming your child's true friends.
- HAVE LOTS OF BOOKS AROUND THE HOUSE. Keep some in the car. Take them on trips, to the park and to the grandparents.
- Show that YOU ENJOY READING, and think it's important.
- VISIT THE LIBRARY — regularly. Introduce your child to the librarian. See that your child has a library card and chooses the books with you. Budget plenty of time. Ask the librarian for book suggestions; perhaps there's a story hour that your child can attend.
- GIVE BOOKS AS PRESENTS. An owned book is very special and will be read many times. Also get hand-me downs from friends, bazaars, and book fairs. Have a special place for books within easy reach.
- MAKE YOUR CHILD AWARE OF WORDS — casually as you go about your daily activities. Point out the words on the cereal box at breakfast; road signs. Have your child "help" you make shopping lists; follow directions, like a recipe; look up things; write letters.
- Read Aloud to Your Kids.

TEN COMMITMENTS FOR PARENTS

1. I will read to my child daily.
2. I will listen to my child read daily.
3. I will help my child start a word collection of at least one unknown word daily.
4. I will take dictation (talk written down) of stories, poems, and sayings my child creates.
5. I will help my child pursue an interest and find five books to read on the topic.
6. I will praise my child for at least one success daily.
7. I will arrange for my child to use the library and visit bookstores to select books independently.
8. I will help find listeners to whom my child can read.
9. I will encourage my child to buy books and educational games.
10. I will listen to my child when he/she talks about the books he/she reads, or about what is happening at school.

HINTS to Share with your Child in Choosing the Right Book

SURVEY

Read the title.
Look at the pictures.
Look at the pages at the beginning, middle, and end of the book.

QUESTION

Is this a book I would like?

READ (Using the Rule of Thumb Rule)

Open to a place with a lot of writing on it.
Read that page.
If you come to a word you do not know, put down your thumb.

If you come to another word you do not know, put down the first finger of that same hand.

Each time you come to an unknown word on that page, put down another finger.

If all the fingers of one hand are down before you finish that page, the book is probably too hard, and you should look for another.

BOOKS . . . TO ENJOY WITH YOUR CHILD

This list includes only a small selection of books that you as a parent could find acceptable for use with your child. It will provide you, however, with some excellent starting points. Any children's librarian, bookseller, or teacher should be able to make further worthwhile suggestions.

Bemelmans. Madeline, Viking Press.
Brooke. The Golden Goose Book, Warne.
Brown. The Three Billy Goats Gruff, Harcourt.
Burton. Katy and the Big Snow, Houghton Mifflin.
Carle. All About Arthur (An Absolutely Absurd Ape), Watts.
Ciardi. You Read to Me, I'll Read to You, Lippincott.
Clifton. Don't You Remember?, Dutton.
Conford. Just the Thing for Geraldine, Little, Brown.
Dayrell. Why the Sun and the Moon Live in the Sky, Houghton Mifflin.
DeAngeli. Book of Nursery and Mother Goose Rhymes, Doubleday.
DeRegniers. It Does Not Say Meow!, Seabury
Ets. Gilberto and the Wind, Viking.
Flack. Ask Mr. Bear, MacMillan.
Gaeddert. Noisy Nancy and Nick, Doubleday.
Gag. Millions of Cats, Coward.
Galdone. The Little Red Hen, Seabury.
Geisel. And to Think I Saw it on Mulberry Street, Vanguard.
Hoban. Bedtime for Frances, Harper.
Hoban. A Birthday for Frances, Harper & Row.
Jeffers. Three Jovial Huntsmen, A Mother Goose Rhyme, Bradbury.
Keats. The Snowy Day, Viking.
Kesselman. Angelita, Hill and Wang.
Lionni. Swimmy, Pantheon.
Lobel. Frog and Toad Together, Harper & Row.
Marshall. George and Martha, Houghton Mifflin.
McCloskey. Make Way for Ducklings, Viking.
Minarik. Little Bear, Harper & Row.
Mosel. Tikki, Tikki, Tempo, Holt.

Peet. Jennifer and Josephine, Houghton Mifflin.
Perrine. Salt Boy, Houghton Mifflin.
Potter. The Tale of Peter Rabbit, Warne.
Raskin. Nothing Ever Happens on my Block, Atheneum.
Rey. Curious George, Houghton Mifflin.
Rockwell. The Three Bears and 15 Other Stories, Crowell.
Steptoe. Stevie, Harper & Row.
Udry. A Tree is Nice, Harper & Row.
Waber. The House on East 88th Street, Houghton Miflin.
Ward. The Biggest Bear, Houghton Mifflin.
Wildsmith. ABC, Watts.
Wolde. Tommy Goes to the Doctor, Houghton Mifflin.
Yashima. Umbrella, Viking.
Harelson, Randy. Amazing Days, Workman Publishing, New York, 1979.
Judy, Stephen. The ABC's of Literacy.
Jackson, Jacquelin. Turn Not Pale Beloved Snail.

"How to Help Your Child Become a Better Writer." (Pamphlet for parents available from National Council of Teachers of English.

MAGAZINES FOR CHILDREN

Cobblestone, Cobblestone Publishing Company, 28 Main Street, Petersborough, New Hampshire 03458

Cricket, Open Court Publishing Company, 1058 Ace Street, LaSalle, Illinois 61301

Highlights for Children, 2300 West 5th Avenue, Columbus, Ohio 43216

Penny Power, P.O. Box 1906, Marion, Ohio 43305

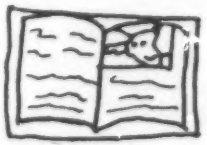
Ranger Rick Nature Magazine, National Wildlife Federation, 1412 16th Street, SW, Washington, D.C. 20036

Sesame Street, Children's TV Workshop, 1 Lincoln Plaza, New York, New York 10023

3-2-1 Contact, P.O. Box 2933, Boulder, Colorado 80321

World National Geographic Society, Department 00481, 17th & M Streets, NW, Washington, D.C. 20036

BOOK MAKING!

SAMPLE	COVER	BINDING	TYPE	ELABORATIVE DEVICES
	- construction paper - contact paper over cardboard - posterboard	- pages folded accordion style - stapled or glued to covers	**Accordion Book** - poems - patterns - sequence stories	- marbelizing art effect - photographs - shapes, triangles, squares, circles, etc. - tie-die paper
	- thin plywood, 3/16" - wood sheets - balsam - woodburning sets	- drill hole in cover - use key chain or notebook ring to bind together	**Plank Book** - poems - patterns - stories - "how to" directions	- newspaper cutouts - ink sketches - splattered paint - broken crayon drawing - corrugated cardboard pictures
	- cardboard covered with contact paper	- staple pages together - glue to cover	**Contact Books** - poems - collections - group stories - individual stories	- type stories on page - type stories, cut out and paste on pages - create art impression with dropped candle wax and food coloring - potato prints - etching - art materials, straw buttons, etc.
	- cloth - drymount - cardboard - need: iron, scissors, needle, thread	- pages folded and sewn down center - attached to cover with drymount	**Bound Cloth Book** - poems - collections of poems - stories which have been edited and prepared for printing	- photographs - sketchings - splattered paint

SQ3R

A KEY STUDY METHOD TO USE WITH YOUR CHILD

The SQ3R study method is good to use when reading science and social studies textbooks. It will help your child learn and remember the important facts. To make it work, your child must follow all the steps.

Survey: Get an overview of the entire chapter. Survey and read chapter titles and headings. Note all vocabulary words, pictures, and diagrams. List the chapter's major headings on paper.

Question: Reword the chapter's titles and major headings into questions. Plan to answer the questions while reading.

Read: Read the chapter a section at a time. Highlight or write down the answers to the questions you developed in the previous step.

Recite: After reading, go back over all of the questions and answers to see if you noted all the important facts in the answers.

Review: Check recall of important facts and key ideas by quizzing your child using questions and answers. See if your child can avoid using the text or notes to prompt responses.

Recipe for Literacy

1 relaxed child, bathed, fed, and at peace with the world.

1 book of colorful pictures and/or a good story.

1 accommodating parental lap, complete with owner who enjoys the book and shows it in his or her face, voice, and whole self.

there to be combined and taken every evening with no interruptions allowed.

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A Guide for Parents
Calendar of Reading, Writing, and Mathematics Skills

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